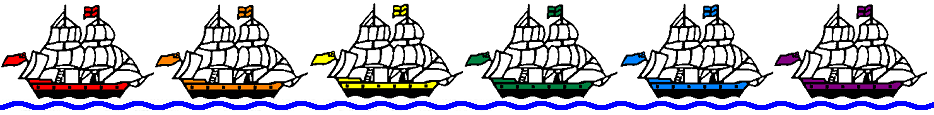
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**Marlborough School’s Intent, Implementation and Impact of the Mathematics Curriculum**

**Intent**

The 2014 National Curriculum for Maths aims to ensure that all children:

* Become fluent in the fundamentals of Mathematics
* Are able to reason mathematically
* Can solve problems by applying their Mathematics
* Have a positive attitude towards Mathematics

At Marlborough Primary School, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths, not only in school but within the wider world within a range of different settings and contexts.

We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children’s curiosity about the subject, leaving them motivated to discover more.

**Implementation**

The content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at Marlborough Primary School reflect those found in high-performing education systems internationally, particularly those of East and South-East Asian countries such as Singapore, Japan, South Korea and China. These principles and features characterise this approach and convey how our Mastery Curriculum is implemented:

* Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
* The large majority of children progress through the curriculum content at the same pace. Those more able are encouraged to delve deeper into a concept to challenge their thinking.

Differentiation is achieved by emphasising deep knowledge and through individual support, including preteach, and intervention.

* Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
* Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

To ensure whole consistency and progression Marlborough School follows the White Rose Maths scheme and adapts small steps to support and enhance learning. The school engages with the Maths Hubs programme to continue to develop new concepts for the teaching for mastery approach.

Throughout Early Years, KS1 and KS2 children are encouraged to use concrete, pictorial and abstract methods to secure understanding.

Teachers use careful questioning, and conjectures, to draw out children’s discussions and their reasoning; this enables teachers to pick up and address misconceptions early. The class teacher then leads children through strategies for solving the problem, including those already discussed.

Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems.

Mathematical topics are taught in blocks, to enable the achievement of ‘mastery’ over time. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

**Impact**

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others.

Children feel free to discuss learning and know making a mistake can be a positive as they are in the Learning Zone, which is part of our whole school learning philosophy.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards.